

La evaluación obligatoria del desempeño docente y su sentido para el profesorado de telesecundarias: entre el temor, control y sometimiento

The Required Evaluation for the Teacher's Performance and His Understanding of the Tele-Secondary Professorship: Fear, Control and Submission

A avaliação obrigatória do desempenho docente e seu significado para professores de telesecundaria: entre medo, controle e submissão

Fortino Díaz Cano

Universidad Autónoma de Tlaxcala, México

fortinoejecutivo15@yahoo.com.mx

<https://orcid.org/0000-0003-4800-5882>

Resumen

La educación en México en los últimos años ha pasado procesos vertiginosos a partir de la reforma de 2013. Esta trajo modificaciones en lo laboral y administrativo, y sobre todo impuso la evaluación docente obligatoria. El objetivo de este trabajo fue analizar el sentido e implicaciones de la evaluación obligatoria del desempeño docente en el profesorado de telesecundarias. Se consideraron su función, los procesos y los alcances proyectados.

La investigación se abordó a partir de la referencia teórica del concepto *sentido* de Luhmann (1998) y Schutz (citado en Natanson, 1962). El método utilizado fue la epistemología sistémica. Asimismo, se recurrió a la triangulación metódica mediante el uso de dos técnicas, a saber, cuatro entrevistas en profundidad y dos grupos de discusión llevados a cabo en 2017, para el análisis de la información recuperada de docentes evaluados en 2015-2016 de algunas escuelas telesecundarias del estado de Hidalgo. Por tanto, se trató de un estudio de caso.

Los profesores representaron a la evaluación y a sus resultados como una complejidad. Por la orientación punitiva contenida en la ley, sintieron temor: la prueba determinaría su permanencia en el trabajo. Además, la vieron como un instrumento de control ineludible, los mantuvo con presión, ocupados en ella, estresados por la posibilidad de que fueran dados de

baja. Lo anterior fue ejercido con un poder opresivo legal que les obligó a asumir prácticas de sometimiento, dieron por hecho que debían realizarlas sin otra opción, las aceptaron como algo dado e impuesto, todo con miras a preservar su trabajo: les ocasionó la sumisión total. También se redefinieron las relaciones de poder, se estableció una nueva dinámica laboral y administrativa. Finalmente, el punto central para el profesorado no estuvo en ser evaluados, lo consideraron necesario y benéfico para la educación, fueron las normas punitivas en las que se inscribió la evaluación, las cuales amenazaban su estabilidad, su estatus y su futuro laboral, lo que les hizo asignarle un sentido de temor y control: asociaron esas ideas con prácticas de sometimiento.

Palabras clave: evaluación docente, permanencia, profesorado, sentido.

Abstract

Education in Mexico in recent years has gone through vertiginous processes since the Education Reform of 2013. It brought changes in the labor and administrative areas, imposing mandatory evaluation of teachers, causing consequences for them. The objective was to analyze the meaning and implications of the mandatory evaluation of the teacher's performance in secondary schools. Its function, processes and scope were considered.

The investigation is approached from the theoretical references developed by Luhmann (1998) and Schutz (1962). The method used is systemic epistemology; a methodical triangulation which is used by using two techniques: four in-depth interviews and two discussion groups applied in 2017, for the analysis of the information recovered from the teachers evaluated in the 2015-2016 school term in some tele-secondary schools in Hidalgo state, thus it was a case study. Teachers are represented in the evaluation and its results as a complexity. Because of the punitive orientation held in the law, they felt fear: the test would determine whether they stay in duty or not. Also, they saw it as an inescapable instrument of control, which kept them under pressure, thoughtful in it, and stressed by the possibility of dismissal. This was performed with a legal oppressive power, which forced them to assume submissive practices, they realized they had to give in without the existence of any other option, accepted them as something given and imposed, everything with the goal of keeping their jobs: it caused them total submission. Power relations were as well redefined, establishing new labor and administrative dynamics. Finally, the main point for the professoriate did not rely on being evaluated, they considered it necessary and beneficial for

education, it was the punitive norms in which the evaluation was registered, which threatened their stability in employment, status and future, which made them assign to it a sense of fear and control: they associated those ideas with submission practices.

Keywords: docent evaluation, permanence, professorship, sense.

Resumo

A educação no México nos últimos anos passou por processos vertiginosos desde a reforma de 2013. Isso trouxe mudanças nos aspectos trabalhistas e administrativos, e acima de tudo impôs a avaliação obrigatória do ensino. O objetivo deste trabalho foi analisar o significado e as implicações da avaliação compulsória em professores de telesecundária. Sua função, processos projetados e escopo foram considerados.

A investigação foi abordada a partir do referencial teórico do conceito senso de Luhmann (1998) e Schutz (apud Natanson, 1962). O método utilizado foi a epistemologia sistêmica. Da mesma forma, recorreu-se à triangulação metódica através da utilização de duas técnicas, nomeadamente quatro entrevistas aprofundadas e dois grupos de discussão realizados em 2017, para analisar as informações recuperadas de professores avaliados em 2015-2016 de algumas escolas. telesecundarias do estado de Hidalgo. Portanto, foi um estudo de caso.

Os professores representaram a avaliação e seus resultados como uma complexidade. Por causa da orientação punitiva contida na lei, eles sentiram medo: o teste determinaria sua permanência no trabalho. Além disso, viam-no como um instrumento inescapável de controle, mantinha-os sob pressão, ocupados, ressaltados pela possibilidade de serem dispensados. O primeiro era exercido com um poder opressivo legal que os obrigava a práticas submissas, presumia que tinham que fazê-los sem outra opção, aceitava-os como algo dado e imposto, tudo com o objetivo de preservar seu trabalho: lhes causava total submissão. As relações de poder também foram redefinidas, uma nova dinâmica trabalhista e administrativa foi estabelecida. Finalmente, o ponto central para os professores não foi avaliado, eles consideraram necessário e benéfico para a educação, foram as normas punitivas nas quais a avaliação foi registrada, que ameaçaram sua estabilidade, seu status e seu trabalho futuro, que Isso os fez atribuir um sentimento de medo e controle: eles associavam essas idéias a práticas de sujeição.

Palavras-chave: avaliação docente, permanência, corpo docente, significado.

Introduction

The theme of this article is the obligatory evaluation of teaching performance and its meaning in telesecundaria teachers. In Mexico, in 2013, a constitutional reform on education was issued. In the search for a quality education, compulsory teaching evaluation was imposed as a central element and strategic axis, as well as for "an integral assessment of the teaching performance" (Initiative of the General Law of the Professional Teaching Service, 2013). The reform as a whole projected a better performance in several areas: learning, teaching practice, national indicators and in the development of the country. Undoubtedly it was an unprecedented approach that managed to shake the traditional patterns and power relations in educators and throughout the National Education System (SEN), both in the labor and administrative aspects.

As already mentioned, it established in its content "the mandatory evaluation for admission, promotion, recognition and permanence in professional service" (Decree of reform, 2013, article 3, section III.). This generated uncertainty in the teaching staff. In addition, the General Law of Education was reformed and the Law of the National Institute for the Evaluation of Education and the General Law of the Professional Teaching Service (LGSPD) were issued. In the latter, the purposes of the educational service were set: improve the quality of education, professional practice, ensure the suitability and capacities of teaching staff and a sufficient level of performance based on the evaluation (LGSPD, September 11, 2013; Article 13). The consequences of this evaluation of teacher performance are analyzed in this paper.

However, it is important to mention that, in some teaching sections caused rejection, as well as dissatisfaction and widespread discontent in the teaching staff, who considered the reform a "punitive" law, the participation of the teacher in the design and implementation was excluded. of said reform (Arnaut, 2015). This created even more distrust, doubts, fears, criticisms and forged resistances, which caused an environment of polarization in several regions of the country (Valenti, 2015). The sum of these circumstances resulted in a conflict in a segment of the social structure and union and in various sectors of the population, to the extent of having reached work stoppages of teachers in some entities.

Therefore, this event is circumscribed in the sociological field, since both the society and the subjects are not separate elements and do not exclude themselves from each other, rather they operate interacting in order to produce and reproduce themselves in a total and without dissociating (Giddens, cited in Dos Santos and Fabiano, 2000). One gives place to the other with its relations, communications and interactions and its determining links, where one aspect of reality impacts the subjects in the particular and society in general as a result of their indissoluble social practices.

The subject of study is significant because it imposes a new role on the teaching staff, in addition to creating a culture of permanent evaluation (Aboites, 2012). Mexico lacked an evaluative framework that would indicate what was to be examined and that would specify the attributes of what is supposed to be good teaching performance (Mancera and Schmelkes, 2010). Therefore, the National Institute for the Evaluation of Education (INEE) concentrated on creating it, determining its objectives, establishing what should be valued in the performance of the teaching practice, and constituted an evaluation model to fulfill a primary objective of reform. While in the latter the profiles were established and settled, the sufficiency based on efficiency, effectiveness and competence and its measuring instrument: teacher evaluation.

The relevance of this research is to show that teachers recognize the value of teacher evaluation, but are concerned that in fact the sanctioning orientation contained in the law takes note. In its immediate effects is the retirement of a considerable number of professors that exceeds the number of normalist graduates, a problem that the SEN, the INEE and the reform will have to face. In this same tenor, the expectation of retirement for the year 2023 is 160 166 teachers. The majority will be public schools (150 082): in primary 49.2%, in secondary 32.6% and almost 18% in preschool (estimates by age and seniority without considering mortality or abandonment) (INEE, 2015). The number of "retirees grew 60.6%, according to the Ministry of Public Education (SEP), [which] coincides with the start of the performance test" (Martínez, 2015, p.1)

Applying the evaluation

The assessment of teaching performance 2015-2016 throughout the country was the responsibility of the INEE as an evaluating body for the quality, performance and results of the SEN (Reform Decree, 2013, Article 3, Subsection III). It was carried out in coordination with the SEP and the educational authorities of the 32 states of Mexico. It was mandatory for teachers in basic and upper secondary education service, and it would take place at least every four years (LGSPD, September 11, 2013, article 52). It was directed only to teachers of between 5 and 22 years of service who worked in populations of 100 000 inhabitants, according to the INEE.

In Hidalgo, the educational authority required, according to the INEE, candidates to be evaluated for telesecundarias that met the aforementioned requirements. However, schools of this type that complied with being located in populations with the stipulated population density were scarce, since telesecundaria was created in order to meet the needs of students from rural, small and marginalized localities. In fact, they can not be constituted as general or technical secondary precisely because of the low school enrollment they register (Cárdenas, 2012). Faced with this obstacle, the Secretariat of Public Education of Hidalgo (SEPH) summoned teachers from schools located in large towns to evaluate themselves in a "voluntary" manner: this is how the students of this educational level emerged.

The evaluation of performance was the same at the national level. It consisted of a report of compliance with professional responsibilities, issued by the school director, where it was requested to reveal the teacher's participation in the functioning of his group and school; a record of teaching evidence, a document in which the teacher had to show the work of his students as an example of his practice and to account for both his achievements and the purposes of unlearned learning, considering the school context, the student and his teaching exercise; a didactic planning argued, which should be composed of arguments, purposes and have the structure, content and expected results of its planning, as well as the way to evaluate them, and finally the examination of knowledge and didactic skills, which required the resolution of cases or potential situations of the teaching practice, with the objective of demonstrating the teacher's ability to face them and solve them, having to argue with reflection about their work and results of learning in the students (INEE, 2016a).

This knowledge test was very questioned in its design, clarity and duration by the teachers evaluated. According to the satisfaction survey applied at the national level (INEE, 2016b), it was the element with the lowest rating: it was considered inadequate by 70% of the respondents. Unlike the evidence file, which reached 60% satisfaction. Likewise, the compliance report had a good rating for 6 out of 10 of the respondents. On the other hand, there was 50% disapproval for the delayed notification, and a percentage of close disapproval regarding the satisfaction of the communication mechanisms (56%) and regarding the previous support materials such as the guide and bibliography (69% of acceptance) (INEE, 2016b).

To apply the exam, Hidalgo had nine sites: Tulancingo Huejutla, Ixmiquilpan, Pachuca, Zapotlan, Mineral de la Reforma, Tepeji del Rio, Actopan and Tizayuca. There were attempts to sabotage: in one of these venues there were confrontations caused by opposing opinions among professors who did not participate in the evaluation and wanted to stop the passage to those who would be evaluated (Notimex, November 21, 2015), among other manifestations of opponents teachers to the process. It should be mentioned that the headquarters were guarded by teachers sent by their union section of the National Union of Education Workers (SNTE), groups of civilians and police, which contributed even more to the tension and stress of the evaluated.

The SNTE, defender of trade union rights, tried at the national level to establish a dialogue with the INEE, trying to fulfill its collective mission, but its attempts were perceived as acts of submission and in general this body was seen as an ally of the Federal Government (Alonso, September 2, 2018). In Hidalgo the evaluation went through two factors: a) the relationship between the trade union leadership and the government generated some trust among the teaching staff, they agreed on advice for those notified to be evaluated and respect for labor rights, although the uncertainty remained latent about the permanence in the service and b) the control of the teaching staff by the union contributed to blur the manifestations of disagreement so that the evaluation permeated.

Figura 1. Docentes en el examen de conocimientos

Fuente: Notimex (21 de noviembre de 2015)

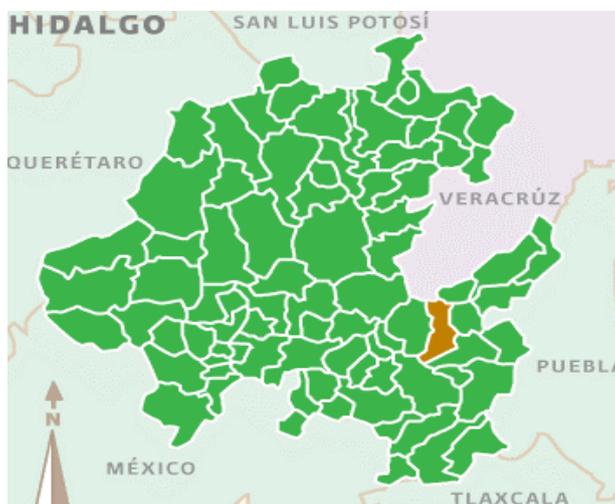
In the Hidalguense entity 2597 primary and secondary teachers presented the performance evaluation 2015-2016. Not attended 0.50%, obtained outstanding performance 7.2%, good performance 48%, sufficient result 38% and obtained insufficient rating 6.5%. Teachers of this last percentage, in accordance with article 52 of the LGSPD (September 11, 2013), were able to continue working in the service (Rincón, 2016), but they were obliged to complete training and regularization to be evaluated again in a term of one year as a second opportunity of three for the purpose of permanence in the service (LGSPD, September 11, 2013, Article 53).

The research context

Telesecundaria School 57 is located in Almoloya, Municipality of Acatlán, Hidalgo. This population is located at the geographic coordinates of 20 ° 09'05 "N 98 ° 26'55" W, at an altitude of 2172 m s. n. m. It has a high degree of marginalization and a low social lag (Wikipedia, 2018) and is classified as rural because it has less than 2500 inhabitants. According to the XII General Population and Housing Census, there are 1287 inhabitants: 623 men and 664 women. Of the total population, 11.11% have come from outside the state of Hidalgo, 36.52% of the population over 12 years of age are employed, 9.17% are illiterate, 1.32% are indigenous and 0.62% of the inhabitants speak an indigenous language. The community has four public support educational facilities: two for preschool, one for

elementary school and one for telesecundaria. The level of education is 6.80 (PueblosAmerica.com, 2018).

Figura 2. Municipio de Acatlán, Hidalgo



Fuente: Instituto Nacional para el Federalismo y el Desarrollo Municipal [Inafed] (s. f.)

The school is of rural type, it is located on the highway Tulancingo-Pachuca, kilometer 1 s. n. It has 18 teachers plus 2 directors: 2 have a doctorate, 6 have a master's degree and 12 have a bachelor's degree, 5 are in graduate school; 4 administrative, 1 mayor and 1 watchman. His school enrollment is 523 students. They accept all applicants to study there. Their results are above the national and state average, according to the school's director (Alfaro, August 1, 2018, personal communication).

The institution arose in 1968 -five months after installing the modality at the national level-, from the need to assist those who moved to the city of Tulancingo to attend secondary school. It begins with 15 students of legal age, working in private homes. In 1975, the land where it currently works is donated, according to the ex-student, former director and currently supervisor of the school zone (Islas, August 1, 2018, personal communication). Its infrastructure is good with growth. It has regional demand for its results, teaching performance and care, also serves students with different abilities, intellectual deficiencies, as well as bright. It is registered in the project of full-time schools. Develop computer and robotics workshops; they will implement those of emotional intelligence, mathematical reasoning and language. Their social life is a permanent link with the population, they receive support from the authorities, they carry out activities through the Council of Social

Participation; the parents collaborate in the maintenance, economically, in civic and socio-cultural activities. The students are between 12 and 15 years of age, some of them with emotional problems: cutting or marking a part of their body and family disintegration due to migration to the US. UU., Which reflects a transculturation in its behavior and the assumption of external behavior patterns (Alfaro, 1 de agosto de 2018, comunicación personal).

Figura 3. Escuela Telesecundaria 57, Almoloya Municipio de Acatlán, Hidalgo



Fuente: Google Maps

However, in the review of the relevant literature it is noted that the evaluation for some authors consists of a continuous process where a value is determined to something; a judgment based on objective information and data, where you want to know and assess what has been achieved, as well as its relationship with the means used, the effectiveness of its components, taking into account the variables that influence education, such as students, teachers, programs, the social environment, among others. It is to provide a value to school work and results, learning and teaching, a value, as it was said, to support decision-making for continuous educational improvement and to have a decisive influence on quality. It is aimed at providing intentional and well-founded information that enables the ability to differentiate needs to proceed with appropriate actions that guide future actions, in turn, becomes progressive knowledge about what is evaluated. You must avoid having punitive intentions: to disqualify or only be used for the purpose of punishing (García, 2012, Elola, Zanelli, Oliva and Toranzos, 2011, Rockwell, cited in Santizo, 2015).

For other authors, however, teacher evaluation has been used as an instrument of governmental and social control, which has given rise to mechanisms and conditions through

which a perverse synergy of control is generated by arbitrary procedures that produce and reproduce fear for the likely results, as well as the establishment of power rules that are translated into social order, all of which causes the subjects who live suffer a submission to the ineluctable and the consequences they may have. Thus, evaluation is not only used as a control, but also as verification and accountability that leads to submission to power (Rueda y Luna, 2014, Díaz, 2008, Tello et al., 2009). Which acquires a sense for those who live it, who apply it and for the organisms that have some link or degree of responsibility, in this case, the SEN.

The sense for the SEN is to make it effective and efficient. In that logic, the key piece is the teacher evaluation, this is symbolically represented in the reform. The evaluation directed to the teachers, supposes, "makes sense to strengthen their professional development, in order to advance in the fulfillment of a quality education" (INEE, 2016b, p.28), which should favor a culture to appreciate its contribution and it was worth, that it takes into account the integral valuation of the teaching performance, and to respond like this to the complication in which the educative work is developed (Initiative of the General Law of the Professional Educational Service, 2013). Meanwhile, in the law the intention of punishment is observed with the dismissal from work or reassignment to another service space for those who fail to comply with the evaluation or demonstrate insufficiency in the results obtained.

To the teachers the previous thing generated a complexity to them, one of the fundamental characteristics of the theory of social systems luhmanniano (1998). This complexity has a meaning for them, which made it possible to state the main objective of this research: Analyze the meaning and implications of the mandatory evaluation of teaching performance applied in 2015-2016 to teachers of Telesecundaria School 57, located in Almoloya, Municipality of Acatlàn, belonging to the school zone no. 02 from Tulancingo, Hidalgo.

Undoubtedly, teacher evaluation is a topical issue that has generated a social problem. The study of its implications requires attention, deepening and treatment that allows for its understanding, as well as its understanding as part of the social reality, that serves in truth to achieve educational quality, obtain consistent learning and to strengthen areas of opportunity in the teaching performance with more competitive performances. All aimed at a larger goal: improve education in the country.

These gaps are important because they allow us to see the differentiation between what the state of the art indicates in the subject, the intention in the content of the law and what the teachers evaluated really lived. The teacher evaluation from its decree redefined the relations of power, imposed a will within the social relationship against all resistance, generated a mastery over teachers and obedience to the law. Relationship in which one of the parties is in a position to impose its will in a situation, such as educational reform and compulsory evaluation, and ensure that the mandate is obeyed, means for the other party to be subject, to be under a form of domination (Weber, 2002). For the teachers evaluated, for the orientation that was given to the evaluation in the law, this practice has a meaning, as already mentioned, therefore, the research questions that served as a guide were oriented towards that direction: How They build meaning, why in the way they do, what considerations and elements play in that construction?

The rest of this article is presented in four phases: theoretical-methodological aspects, presentation of results, discussion and conclusions.

Methodology

The approach used is the general theory of systems on the concept of sense of Luhmann (1998), supplemented with Schutz (cited in Natanson, 1962). For these authors, the subject uses the sense to interpret the world. And this is constituted by the intentions that the individuals perceive that they will have a fact close to living, based on their knowledge and information. It is also built from a lived experience, and is oriented to multiple possibilities. For Luhmann there are two propitious systems for meaning: "social system (communications)" and "psychic system (thoughts)" (Corsi, Esposito, and Baraldi, 1996, p.146). The sense is constituted as much in the communication as in the thoughts of the subjects originated in the social structures, what propitiates a redefinition, a reorientation and a rediscovery.

Psychic system

They are the thoughts that are produced, reproduced and recomposed themselves within what is called autopoiesis. It is about when "thoughts are reproduced blindly in the form of simple succession" (Corsi et al., 1996, p.151). In turn, the thoughts are self-referenced, that is, they "refer to themselves through each of their operations (...), which can

observe reality only through self-contact" (Corsi et al., 1996, p.35). In the subjects happens when they create thoughts about the meaning that acquires a fact that will determine their status or status, as the performance evaluation that will determine the permanence in the work of teachers who in turn are modifying, adapting and recomposing according to social demands and the context through their analytical capacity, as well as through self-referencing them with other lived experiences and then reproducing them when communicating them.

Social system

They are communications. The same as the psychic is "self-referential and autopoietic" (Corsi et al., 1996, p.152). Every communication contains a meaning and a meaning, what the subjects try to find is in each message of our life. That is why Schutz (cited in Natanson, 1962) states: "Everyday life is a universe of meaning (...), a texture of meaning that we must interpret to orient and conduct ourselves in it" (p 41). The communication derived from social action, as well as that emanated from the evaluation process, has a meaning: it is they, the educators, who through their communications, relationships and interactions with their peers, about the complexity in which they find themselves, make this possible system.

"The sense (...) is a property of knowledge" (Dewey, quoted in Luhmann, 1998, p.77). And knowledge acquires certain meaning according to the intention that is wanted to give it and the very scope that the subject proposes. It is determined by the conditions of social reality. It must be understood that each intention of meaning becomes what truly gives life to one's own sense, which is self-referential to the extent (Luhmann, 1998). It is in his social reality where the subject has experiences and actions that endow him with knowledge, that is where the sense of things, problems or complexities are constructed through thoughts and communications. This happens with the evaluation, whose process undoubtedly the teachers lived as a panorama of chiaroscuro, where they noticed diverse and conflicting interests and identified it as a complex issue generating conflict (Sverdlick, 2012); but that he had to experiment, and thus acquire knowledge to assign his meaning.

Luhmann (1998) refers that the meaning is constructed from the lived experiences, that acquire a sense when they become comprehensible when analyzing them, contrasting them, and reorienting them, which start from the behavior and the acts of the individual before the world of daily life. This behavior is a motivated attitude with a sense tendency. It

also affirms that this also becomes the premise to elaborate future experiences, so that the subject before each fact or each action maintains an expectation that is reflected in the sense that the experience will see that it will live. Everything that is done makes sense: the objects, the facts, the actors, the actions and the reality that is daily constructed with the social dynamics. Nothing escapes or is lacking in it.

It is possible to locate its origin in consciousness, since it becomes a "system of meaning (...), builds such distinction through the identification of one's own body" (Corsi et al., 1996, p.151). Therefore, consciousness has an element in its consciousness for its genesis. This makes it possible to understand that a subject, by living the experience of a fact or action, through its reflection and analysis, in consciousness makes possible the construction of meaning; in turn, it gives rise to a socialization of consciousness that is explained as an autosocialization (Corsi et al., 1996). As it happened with the evaluated teachers, it works for themselves and for others, by socializing their thoughts through communications with their peers about the complexity in which they are immersed.

Consciousness helps define the meaning based on facts, actions, experience and contexts analyzed, which gives rise to constructing thoughts with foundations. Therefore: "It is not the conscience of men that determines reality; on the contrary, social reality is what determines the conscience" (Marx, citado en Hollis, 1998, p.11).

[Consciousness is formed of concrete elements] in the form of judgments, logic, concepts and categories that come to integrate a single block of thought (...), [where they condense] interests, values, volitions and existing projects in the corresponding ideological discourses to groups and social classes existing in the social formation" (Covarrubias, 1995, p. 10).

This is a determining factor in the teaching community. Resistance and consistency in the struggle to face, reverse or reduce the complexity of the evaluation depend on it.

Teachers evaluated or close to evaluation make use of their theoretical, methodological, epistemic and empirical supports to reflect on this fact in a conscious way, which determines the character and knowledge in the "thoughts and actions" (Hollis, 1998, p.). That, together with communications, makes it possible to structure meaning. And at the same time, the generating apparatus of conscience, composed of organisms such as "the family, the school, political parties, civil associations, trade unions, business organizations, the press, radio, television, etc., contributes to its definition. the cinema, the church, the

government, scientific associations, legal institutions, political and military organizations etc. "(Covarrubias, 1995, p.40).

All this process is what teachers had to go through to build and assign meaning to evaluation, its processes, actions, facts and things, to what Luhmann (1998) calls "intention (...) as one between many possibilities of experiences and actions" (p. 78).

Elements that formulate the meaning

The information

They are events "not as states that last but events of temporary duration" (Corsi et al., 1996, pp. 95 and 74). It provokes transformations, modifies and orientates states, which leads to a reworking of itself. All information carries an intention. This is useful for teachers to assign meaning to the evaluation.

The system and the environment

You can talk "about the system when you have before your eyes characteristics (...). The set of such characteristics is called a system "(Luhmann, cited in Ortiz, 2016, page 52). These two elements are linked permanently. Consequently, it is understood that there is no system without an environment and vice versa. To these, a differentiation was applied to identify the system as "a form with properties that distinguish it as a unit of a difference, a form that consists in the distinction of something (system) from the rest (environment)" (Ortiz, 2016, p.52). In the process lived by the teachers, the evaluation was the system, since the gaze was placed there: in its characteristics for its distinction and study. Its environment were the elements that were surrounding it and that had an impact on them, such as the context, the evaluators, the authorities, the training, the applied instruments, the actors, etc.

This process, in the circumstances in which it occurred, generated fear in those who experienced it, which gave rise to a social control that forced the subjects to assume submission behaviors. Berger and Luckmann (2001) report that these three moments derived from social reality maintain a fundamental and determining relationship in the world that the subjects live and experience. They are presented to the social collective as dialecticians, they are the product of man, since he generates them, produces and reproduces them, since he is capable of everything. For the case of the referred states, the explanation is as follows.

- a) Fear is understood as the internalization of an idea or thought with a social meaning and effect in order to objectify itself with the passing of time as a necessary and primordial part of the reality of the world, in order to establish something, doing so by means of the law that imposes an effect. "The law can provide that anyone who violates the taboo (...) will cut off the head provision that may be necessary" (Berger and Luckmann, 2001, p.77). A forceful sanction. Regarding the ineluctable evaluation of performance, the teaching staff would be discharged without responsibility for the authority if an "insufficient" result was not evaluated or obtained in the third opportunity or readscrito within the educational service in other tasks (LGSPD, 11 September 2013). It instilled fear and gave rise to another condition and stability, that of social control.
- b) Social control is understood as institutionalization or the institutional world. Which is shown and experienced as an objective reality. All institutions emerge with the same sense, unalterable and given, exercise on the subject a power of action and force for control and stability through mechanisms to achieve a social order, with the aim of providing directionality in human behavior. Berger and Luckmann (2001) state: "You can not make them disappear at will. Resist any attempt at change or evasion; they exercise a power of coercion on the subject (...) by the pure force of facticity, as by means of the control mechanisms usually "(p.82). Subjecting to any habituation all human activity, as it happened with the teaching group, specifically with the evaluated ones; control exercised by the institutions: government with its actors, the union and education with its operational structure composed mostly of teachers, which gave rise to another social state, the submission.
- c) Submission is understood as the adaptation and acceptance of "roles". When the institutional world imposes itself with its mechanisms, it is adopted as an objective reality through submission, which can not be made to disappear by its force and power of coercion, and imposes on large sectors incomprehensible, oppressive but real states, which the subjects adopt with naturalness, which implies accepting a social reality in a controlled and defined way. The "roles" have their origin in the imposition of institutional order or control, understood and expressed as objective, known, established and generally acceptable actions. Its meaning is attributed to the action they exercise (Berger y Luckmann, 2001).

Evaluation and its concept

The evaluation has been used as an accountability mechanism. Its nature must be recovered from being an aggregate of practices with an impact on educational improvement; practices that respond to the particularities of what is evaluated, that unfold varied and appropriate methodological instruments, that provide meaningful information of the processes that take place in the educational space and that are not easy to approach because of the complexity at the time of assigning them a value (Elola et al., 2011). A value issued in terms of objectivity: that recovers substantive elements of teaching practice, valuing the strategies, methods and techniques applied, sizing the task in the classroom, not at a distance, in the context where it develops and the influence it exerts, where each educator faces economic, social, cultural and historical adversities that contemplate the quantitative and the qualitative. Evaluating a teacher contemplates a vast set of actions that include a "conceptual and methodological arsenal" (Martínez and Blanco, 2012, p.91). It should be used to detect areas of opportunity, because evaluation is not a mechanical or unique instrument for educational improvement.

It is not enough to collect evaluative information, but to be interpreted valiantly, making a critical action of what is being evaluated, helping to find new and better alternatives, which implies an increase of knowledge to promote the development of excellent competences and that supports the taking of decisions (Elola et al., 2011). The evaluation must be designed with the objective of apprehending evidence that provides information to improve teaching practice strategies and achieve successful learning that demonstrates effectiveness, efficiency and impact on education. In sum, evaluation is defined as follows:

It is the act of valuing a reality, forming part of a process whose previous moments are those of setting the characteristics of the reality to be assessed, and collecting information about them, whose later stages are information and decision-making in function of the value judgment issued (Pérez Juste, citado en García, 2012, p.36)

Method

In this research, the perspective is qualitative. The method used was the systemic research or also called systemic epistemology (Ortiz, 2016, p.7). It consisted of three elements. Observation, which has a fundamental, decisive and founding role. The distinction is what is distinguished and designated. It means seeing objects, things, human beings, society with different complexity and essences, since their form, structure and dynamics are different. The configuration, on the other hand, is the construction of defined concepts and objects that give origin and life to the subject's world. Through observation, the problem was identified and differentiated with regard to others, distinguishing the way in which it was presented, its characteristics and conditions; the representation on the part of the teachers to define what they had as a social problem with various implications and immersed in a complexity. A difference was established, one part was included and another was excluded, distinguishing it from other problems derived from it; also among the teachers who presented different levels of conceptualization, resistance, acceptance towards the evaluation with which they were altered and at the time affected. The configuration was obtained from the analysis of the informants' versions; It was when the teachers evaluated elaborated concepts from their knowledge and experience, assigning the same meaning to what they experienced, which allowed them to explain and express realities as a functional vision of the world in which they were immersed. concretion and formulation of what has been experienced.

The research work was carried out within a real and particular context of some telesecundarias schools of the state of Hidalgo, therefore, it is a case study, since it allowed to know, as well as understand, the experiences and experiences narrated of the interviewed as social facts (Balcázar, González, Gurrola and Moysén, 2013).

The analysis was made to the information retrieved from the application of interviews and focus groups. It was aimed at assessing the meaning of the evaluation in the teaching staff. The techniques used were selected based on what was wanted to know about the research topic. It allowed to gather the information of the teachers when they are subjected to a totally new process with consequences that account for their experience, perception or exegesis. The two selected techniques were carried out in the following way.

- a) Discussion groups: two were developed, including piloting, in telesecundarias 29 in Tulancingo and 57 in Almoloya, Acatlán, Hidalgo. The participants of the group expressed their opinion, fixed positions on occasions in coincidence, in others found, which gave rise to a group discourse, as indicated by the technique. This discourse is constructed through the speeches of each participant, which are recovered at the same time and used by them in a comparative, contrasted and analyzed way (Russi, 1988). Participants were told the subject, not what they should say and were freely heard about the performance evaluation, its implications and what it represented for them.
- b) In-depth interviews: there were four, including piloting, with teachers evaluated from telesecundaria 72 in the Municipality of Zapotlán and 57 in Almoloya. The technique was significantly supported in the collection of information, it was used to obtain information specific to each case, the participants freely and voluntarily agreed to share their experience. In this case, it is the result of a meeting between two people, private and friendly, where one tells his story when answering questions about a specific issue or problem and that contributes to collect data (Nahoum cited in Sierra, 1998). Methodological triangulation was used as a strategy to polish the results, which is the combination of both techniques, which were developed in a classroom of the informants work center, in a break during their workday, with privacy, except for the pilot interview, which took place in an external space.

The sample was determined according to the design and characteristics of the investigation. The selection was premeditated: "not probabilistic, intentional or criterion" (López, 1998, p.45). Eight tele-secondary teachers evaluated with the 2015-2016 model were chosen to determine their permanence in the service, according to article 53 of the LGSPD (September 11, 2013). It should be noted that the results of this evaluation were the following: the eight obtained a sufficient grade, although one was close to the cut line. Equally, the average age of them is 15.6 years of service, with bachelor's and master's degrees.

Results

The results obtained in the research are presented under the reference of the meaning, and are accompanied by examples. Likewise, the recommendation of Luhmann (1998) is followed, who affirms that meaning must be differentiated through three dimensions: objective, temporal and social.

Objective dimension

It is the relation of objects with meaningful intention. It means conceiving things to which certain characteristics, relationships or perplexities are attributed. The cosmic scheme offers a dimension of the object in which it is possible to gather certain experiences and reproduce them as a test. Objects and themes can be people or groups of people; is to fix the meaning of the object (Luhmann, 1998).

Some studies indicate that the evaluation becomes "a threat (...), a feared object, since it is not known until the moment when it comes face to face" (Pais, 2015, p.63). With the establishment of the obligatory educational evaluation in the reform and with its sanctioning character, fear was infused by its impact. According to the results, the evaluation was shown in the law as a weapon of power or control device with a negative or punitive stimulus, as is the dismissal of those who refuse to submit to their power (Arnaut, 2015). On the contrary, it should take advantage of and recover the formative character, since the evaluation is based on the position that building knowledge is learning more and better. what makes possible a change not only in the intellect of the subjects, but in their forms, attitudes, aptitudes and the modification of cognitive structures; changes that also transform the body (Sverdlick, 2012). In this case, the purposes that the teachers saw in the performance evaluation before being evaluated, point out, were of affectation, that they were going to lose their job, which caused them fear or fear, pressure, work stress, to the degree of getting sick Some. Therefore, more than taking advantage of the experience, they looked for how to get out well in order to stay in their jobs. "A certainty that at least four more years would have the job" (Lugo, August 17, 2017, personal communication).

In this regard, the informant teachers were asked what their opinion was about the obligatory evaluation of the teaching performance once they were evaluated.

Much uncertainty, fear of the unknown, not knowing what is going to happen, if they were going to take my job or not, I did not know if I had done the right thing to accept the invitation and evaluate myself, I lived with enough stress, quite scared, we did not know what was going to happen, or what the evaluation was about (...). I felt super pressed to the degree that the hospital went to stop, I got sick of the gallbladder and they tell me that it is very stressful. (Ortega, 23 de agosto 2017, comunicación personal).

The teachers stated that their attitude and what they thought when they knew they would be evaluated was anguish and fear. "It changes the perspective a lot. The interest or motivation that I had at the beginning to evaluate myself, to know how I am and what I lack, became an anguish, because they told me 'if you do not risk your job' "(Morales, August 23, 2017, personal communication). Prieto (2012) states that the fears that are linked to the evaluation of the efficiency, effectiveness and competence of the teaching task can always be found at all educational levels, from initial education teachers to university students, therefore, none It is exempt from this. According to the teachers who were evaluated, "that part is always present that if I do not pass [if I do not approve the evaluation] what will happen to me, according to the results afterwards what is coming or how we are going to do it" (Acosta, August 23) of 2017, personal communication).

In this regard, it is perceived that the fear permanently manifested by the evaluated teachers, which is interpreted as the internalization of an idea or thought with social meaning and effect, was internalized as a subjective reality. This was favored by the sanction established in the standard, which can be compared to the following approach: "The law establishes that heads are cut in specific ways in specific circumstances and cut by specific types of individuals" (Berger and Luckmann, 2001, p.77).

They pointed out that one of the implications of the evaluation is the loss of employment. "The impact is on permanence (...). That you continue throwing all the kilos to your work so that you go well in your evaluation (...). Who do not put the batteries are going to run "(Acosta, August 23, 2017, personal communication). For the teachers evaluated, whoever does not prepare, or does not have the disposition to improve, leaves! if it does not fulfill the functions, that will be the consequence. "If I decide to improve or stay that way, what will it hurt, when I will lose my place" (Ortega, 23 de agosto 2017, comunicación personal).

In the discussion group one participant explained at different times the following:

The worst that can happen? That does not approve. At that time I ventured a little bit to Mexican value, without understanding the complexity in depth, the implications that this had for my work situation, since after that I reflected, if I had not accredited, I would have had my work situation at risk (...) . I realized that it had more labor implications than formative (...): if we did not pass that evaluation to performance, our work was at stake (Morales, 17 de agosto de 2017, comunicación personal).

The purposes that the informant teachers consider will give the authority to the evaluation and their results are diverse. For them it is a form of control: "We are all moved by the evaluation, I have seen some attitudes that some colleagues have, I have seen them ask how the exam went, what did you get, I see them worried, then for me if it is a way of control "(Seville, August 23, 2017, personal communication). They consider that it will also be used to sanction, verify and supervise their work, that they are obliged to keep it. Therefore, it becomes an evaluation that has served and serves as an instrument of control that does little to improve education (Rueda y Díaz, 2010, Sverdlick, 2012, Rueda y Luna, 2014). In the discussion group, the topic was a reason for reflection and analysis:

I saw it as an instrument of control, of stress, of keeping us busy all the time. I'm missing one or two years for the next evaluation and I'm already worried. I say: 'what do I do, what am I going to do in the future, do I evaluate myself, and if they take away my work?' (Morales, 17 de agosto de 2017, comunicación personal).

In the expressions of the evaluated informants, the perception of social control is perceived, interpreted as institutionalization. This is exhibited and experienced as objective reality; control executed by the institutions, which "is born as an act of government" (Aboites, 2012, p.92) and which exercises a power of action or force over the subjects for their control and stability until achieving a social order, established and inalterable , to provide directionality to human behavior. Thus, when a social sector has been institutionalized through certain mechanisms, as in this case it happened with the reform in the educational field, the laws and the obligatory evaluation of the teaching performance imposed on the teaching staff by the institutions and the authorities, it is considered that has been subject to social control in an unavoidable manner (Berger and Luckmann 2001).

Dimension of time

This dimension deals with the difference between the before and after events, with reference to the past and the future that emerge from the experimental. Consequently, time is for the sense the interpretation of reality. Along with history, they are constituted as the specific dimension of meaning. The lapse between past and future is what happens, a change that is experienced as present (Luhmann, 1998).

The informants point out that having presented the evaluation has not helped them so that their students are outstanding, competent for life. It has not helped them in their performance. They recognize, yes, that it supported them to be more organized and register their teaching activities. "Transcendent evaluation has not helped us, much of what we do that is our work of what we were asked in the evaluation we do daily, helped to be more systematic" (López, August 17, 2017, personal communication). They consider that the achievements of their school are not based on the evaluation, it is the ethical commitment that the teachers have with their profession. In this regard, an informant professor stated:

The achievements that the school has had are not from the time of the evaluation here. They are not of the evaluation, it is years before, and it is the commitment that all the teachers of this institution have (...). But it is not thanks to the evaluation, the evaluation is simply nothing more personal (Lugo, 17 de agosto de 2017, comunicación personal).

They also express that at the moment of living the evaluation and throughout its stages they found an intention to social action that they had not experienced before, which made them recompose their ideas to build and assign a sense to the experience, since they did not they showed resistances to evaluate themselves, many did it of their own volition. "When they told us it's mandatory, I said 'late that early we're going to be evaluated, it's better the first time'" (Martínez, August 17, 2017, personal communication). And in relation to this attitude, there were also coincidences among the teachers evaluated: "I understood that I had to evaluate myself" (Acosta, August 23, 2017, personal communication). They assumed that they should do it. Morán (2010) refers that, in the act of evaluation, who evaluates synthesizes the part of the domination and the evaluated one synthesizes the part of the submission or submission by virtue of his desire. The teachers evaluated assumed that obligation without another option, accepted it as something given and imposed, and that they had to adopt that role and fulfill it. "They handled us that we had to accept it. If that was the indication, there

was no other choice but to accept it (...). I am aware that the next evaluation is coming, I have no other option but to accept "(Seville, August 23, 2017, personal communication). Which is interpreted as submission or acceptance of a role imposed by the institutionalized normativity that generated internalized fear.

On this topic, the teachers evaluated were also asked what they thought and how they acted upon being notified that they had been selected for evaluation. "What I thought was to face it despite everything I was living. And we fulfilled all the stages, all the compañeros took that decision to face it, to get it ahead, to pass so as not to lose the job "(Omaña, August 23, 2017, personal communication). Others expressed the same opinion: "I'm not here anymore, I'm here, now I can stand it and keep moving forward" (Morales, August 17, 2017, personal communication).

Transcends in his sayings the submission, adaptation and acceptance of roles. It is when the institutional world imposes itself with its mechanisms, it is adopted as an objective reality through submission, identified as characterizations of a behavior assumed objectively, understandable but objectified through a social procedure. Imposing on large sectors oppressive states, which the subjects adopt naturally as determined, without any resistance, it is understood that all institutionalized behavior promotes roles that reflect the effect of the institution with its controlling nature (Berger y Luckmann, 2001).

Works in this regard indicate that the evaluation becomes a kind of domination and submission (Morán, 2010). Through this, they generate "fears (those related to the evaluation of their work) that endanger their job or their teaching career" (Prieto, 2012 p 65). This happened with the evaluated teachers, which led them to submission. Other specialists refer to it as "a mechanism of power and control for the first [evaluators] and a form of submission and intimidation for the second [evaluated]" (Segovia, 2016, p.353). In this case, the evaluator submits to the evaluated one a measurement of their knowledge preceded by frightening actions, at the same time the control and the capacity of submission is measured by means of an instrument or indicator in reference to a parameter decided by the one who evaluates, where the evaluated must follow with rigor what was proposed by the evaluator responding to his authority of domination and decision, guided by the submission in which he is.

Social dimension

It is the subject's experience with the object, the relevance of the experience and the action. The meaning is to ask if the other sees it as me or in another way. What makes possible the parallel comparison of what others experience or experience and the application of their action in reference to the world (Luhmann, 1998).

The teachers, after their evaluation experience, refer to it as a tortuous process. "It is the terror they sowed in the teaching staff, to say if you do not evaluate you lose your job, if you do not present a stage you lost your job, the terror of saying if I do not pass, I'm going" (López, August 17, 2017, personal communication). Through their reflections and analysis they give relevance to the action. "I believe that it does not hurt, the evaluation is good (...), here are the ways in which they make us see it, and they manage it more to work" (Lugo, August 17, 2017, personal communication). There were also some coincidences in the informants about it: "I had the idea that being evaluated for me is good, but the mechanics is not (...), it stressed me (...). The pressure made me nervous and deconcentrated me "(Seville, August 23, 2017, personal communication). The sense that the teachers show is motivated by the social reality in which they were subjected. It is understood that the situation in which he finds himself is the condensation of his subjective experiences, not in the individual, they are social, which, together with his prior knowledge, information, his thoughts and communication, structure and assign meaning. This set of condensing elements is what Schutz calls "knowledge pool" (Natanson, 1962, p. 18).

The information was sifted under the reference of whether the other sees it as I see it, which allowed to confirm findings and coincidences. In this regard, the informants said: "For me, the form of control is when they are going to be evaluated (...). It is a way to control them if you do not prepare yourself, if you do not inquire "(Seville, August 23, 2017, personal communication). In common agreement with this, another referred: "It is someone who has the control to decide if the other is working poorly from instruments (...), that figure that threatens, that controls" (Morales, August 17, 2017, communication personal). However, there was also a differentiated perception: "This exercise is to improve (...). When the teacher reflects it, understands it and gives it the true meaning of what the evaluation is, impacts on the learning, impacts totally "(Samaniego, August 2, 2017, personal communication).

The comparison proves what others experience to assign the meaning and understanding of their action in reference to the world. It allows inferring the implications that

these processes have on teachers and the educational service. The concept should be totally abandoned where the teacher evaluation is only thought of as the evaluation of learning, to sanction, stigmatize or classify; it goes further, since these are only fragments of the results of the complete educational evaluation (Martínez and Blanco, 2012).

For teachers, educational reform and evaluation are processes that contributed to fostering uncertainty. This evaluation was represented as a complexity that is fundamental characteristic in the theory of social systems. In this analysis were obtained as findings that the sense for the teachers after living the experience of the evaluation adopted the following figures: a) fear, since it made them internalize fear for the consequences; b) control, they saw it as an instrument to be controlled socially, and c) submission, because it forced them to assume those attitudes of submission yielding to the ineluctable.

Discussion

For this case the fear or internalization was imposed by the law: they identified it as punitive for the intention they perceived from the teacher evaluation, it ceased to be optional for the teaching staff and it was decreed mandatory with serious consequences: it became a control mechanism social from implanting itself as institutionalized behavior or determined and unalterable order for them. In addition, under this same perspective, each of its stages became a practice of submission or adoption of subordination roles by teachers by admitting the evaluation, its processes and constraints in an unavoidable manner. These three states transit, produce and reproduce continuously, a situation that Luhmann (1998) calls autopoiesis.

The answers to the research questions are as follows. Teachers built meaning in their thoughts based on their knowledge, with experience, collectivizing their communications and their social action. It builds it in the way it does because it is immersed, lives and interacts in social reality, subject to the conditions it prints, conceives it with contradictory ideas: they consider evaluation as a tortuous and stressful process, although they also see it necessary with charitable contributions for the education of the country. The considerations and elements that play in the construction of meaning are the fact, social action, objects, assumptions, experiences, knowledge, communications and socialized thoughts. Here the information, the system and the environment are fundamental elements for this. The limitation is that the problem does not mean the same thing for others, and that it can be perceived from

different referents with another understanding of the meaning and the social reality in which it was built. The weaknesses are that the interpretation of the meaning, as well as of the reality by the informants, about the evaluation of performance and its results may not correspond with that of other teachers because they experience their experience when evaluated in different social contexts and contexts.

There are other works where the subject of teacher evaluation and its uses has been addressed, namely fear, control and submission. However, no evidence was found where all three were treated at the same time. Some authors who have investigated the central theme coincide with some conceptions that contrast with what has been obtained in the present work. They state that the meaning of teacher evaluation must be formative, that it serves to encourage and improve learning and teaching performance, and must lead to methodological innovation and enable the improvement of teachers, as well as being able to size the role of teachers. components, actors involved and the possibilities or responsibilities that each one has in the educational event. That it should be used to identify, know and understand progress, verify performance, qualities and difficulties with their strengths, and should be able to define the results achieved and weaknesses with a view to overcoming them. That it should help to develop training paths, programs, projects or actions, in order to improve the quality of education. It must be continuous, integral, pedagogical but never punitive, as a systematic process of obtaining valid and reliable data, to verify, assess and certify the educational effect, as a way of rendering accounts. That the information obtained from it should be used to make decisions and undertake improvement actions such as the design of optimal educational policies (Barrera and Myers, 2011, Tejedor, 2012, Nava and Rueda, 2014).

This work can serve as a basis or consultation for future research on how to take advantage of evaluation and teaching experience as a potential for teachers to change their meaning towards it and impact on improvement. Also as reasoning to modify the regulations and the sanctioning intention of the evaluation, because it provides a vision, argumentation and solid references for it. A question derived from the results is the following: Why teachers do not know their knowledge to avoid internalizing fear, be subject to control, as well as not to associate these ideas with submission practices?

Conclusions

The sense of the evaluation of the teaching performance in the evaluated teachers acquires the representation of fear and is visualized as an instrument of control and submission practices.

The implications of the evaluation of performance are the retirement of a considerable number of professors and a probable improvement in the learning and in the teaching practice, among others.

Power relations were redefined and a new labor and administrative dynamic was established with the reform in the educational field and the evaluation of teacher performance: teachers are subject to the results they obtain from it.

Likewise, the central point for teachers is not to be evaluated, they are the punitive norms in which the evaluation is inscribed that threaten stability, their status and their future work.

Finally, there is a mistaken view that the evaluation will change everything, which undoubtedly contributes to the uncertainty of teachers.

References

- Aboites, H. (2012). *La medida de una nación* (1.^a ed.). Ciudad de México, México: Ítaca.
- Alonso, R. (2 septiembre de 2018). La camaleónica postura del SNTE ante la Reforma Educativa. Educación Futura. Recuperado de <http://www.educacionfutura.org/la-camaleonica-postura-del-snte-ante-la-reforma-educativa/>.
- Arnaut, A (2015). Lo bueno, lo malo y lo feo del servicio profesional docente. En G. Del Castillo y G. Valenti (coords.), *Reforma Educativa ¿Qué estamos reformando?* (pp. 31-46). México, D.F., México: FLACSO-MÉXICO.
- Balcázar, P., González, N., Gurrola, G. y Moysén, A. (2013). *Investigación cualitativa*. Toluca, México: Universidad Autónoma del Estado de México.
- Barrera, I. y Myers, R. (2011). Estándares y evaluación docente en México: el estado del debate. Chile: Programa de Promoción de la Reforma Educativa en América Latina y el Caribe (Preal). Recuperado de https://www.researchgate.net/profile/Ivan_Barrera/publication/261216613_Estandares_y_evaluacion_docente_en_Mexico_el_estado_del_debate/links/02e7e533a34cc896a2000000.pdf
- Berger, P. y Luckmann, T. (2001). *La construcción social de la realidad*. Buenos Aires, Argentina: Amorrortu editores S. A.
- Cárdenas, C. (2012). Modalidades diferenciadas: Educación comunitaria y telesecundaria. En Arnaut, A. y Giorguli, S. (coords.), *Los grandes problemas de México* (pp. 547-573). Ciudad de México, México: El Colegio de México.
- Corsi, G., Esposito, E. y Baraldi, C. (1996). *Glosario sobre teoría social de Niklas Luhmann* (1.^a ed.). Ciudad de México, México: Universidad Iberoamericana.
- Covarrubias, F. (1995). *La teorización de procesos Histórico-sociales. Volición, ontología y cognición científica*. Ciudad de México, México: UPN.
- Decreto por el que se reforman los artículos 3o. en sus fracciones III, VII y VIII. *Diario Oficial de la Federación*. México, D.F., 26 de febrero 2013. Recuperado de http://www.dof.gob.mx/nota_detalle.php?codigo=5288919&fecha=26/02/2013
- Díaz, Á. (2008). *Impacto de la evaluación en la educación superior mexicana*. Ciudad de México, México: Plaza y Valdés.

- Dos Santos, G. y Fabiano, R. (2000). La teoría social de Anthony Giddens. Una lectura de la constitución de la sociedad. *Revista Herramienta*, (14). Recuperado de <https://herramienta.com.ar/articulo.php?id=813>.
- Elola, N., Zanelli, N., Olivia, A. y Toranzos, L. (2011). *La evaluación educativa. Fundamentos teóricos y orientaciones prácticas*. Buenos Aires, Argentina: Aique.
- García, J. M. (2012). *Fundamentos pedagógicos de la evaluación*. Madrid, España: Síntesis.
- Google Maps (2018). Escuela Telesecundaria 57 Almoloya, Acatlán, Hgo. Recuperado de <https://www.google.com/maps/place/Telesecundaria+57/@20.1518192>
- Hollis, M. (1998). *Filosofía de las ciencias sociales. Una introducción* (1.ª ed.). Barcelona, España: Ariel.
- Iniciativa de Ley General del Servicio Profesional Docente (2013). *Gaceta diputados*. Recuperado de <http://gaceta.diputados.gob.mx/PDF/62/2013/ago/20130816-Ini-Educa-3.pdf>.
- Instituto Nacional para el Federalismo y el Desarrollo Municipal [Inafed]. (s. f.). Acatlán. Recuperado de <http://inafed.gob.mx/work/enciclopedia/EMM13hidalgo/municipios/13001a.html>.
- Instituto Nacional para la Evaluación de la Educación [INEE]. (2015). *Los docentes en México* (1.ª ed.). México: Instituto Nacional para la Evaluación de la Educación. Recuperado de <http://publicaciones.inee.edu.mx/buscadorPub/P1/I/240/P1I240.pdf>.
- Instituto Nacional para la Evaluación de la Educación [INEE] México. (2016a). Consideraciones sobre la validez y la justicia en las evaluaciones del desempeño docente. Recuperado de https://www.inee.edu.mx/images/stories/2016/spd/nuevo_modelo/documentos/Validez_y_Justicia_.pdf.
- Instituto Nacional para la Evaluación de la Educación [INEE]. (2016b). Diagnóstico y acciones de mejora de los procesos de Evaluación del desempeño profesional docente. Recuperado de https://www.inee.edu.mx/images/stories/2016/spd/nuevo_modelo/documentos/DiagnosticoyAcciones250816_3.pdf.
- Ley General del Servicio Profesional Docente [LGSPD]. (11 de septiembre de 2013). *Diario Oficial de la Federación*. Recuperado de http://www.diputados.gob.mx/LeyesBiblio/ref/lgsdp/LGSPD_orig_11sep13.pdf.

- López, H. (1998). La metodología de la encuesta. En Galindo, L. J. (coord.), *Técnicas de investigación en sociedad, cultura y comunicación* (pp. 33-73). Ciudad de México, México: Pearson Educación.
- Luhmann, N. (1998). *Sistemas sociales, Lineamientos para una teoría social* (2.^a ed.). Barcelona, España: Anthropos.
- Mancera, C. y Schmelkes, S. (2010). Recomendaciones de políticas específicas sobre desarrollo de un marco integral de evaluación de maestros en servicio. Organización para la Cooperación y el Desarrollo Económicos [OCDE]. Recuperado de <https://drive.google.com/file/d/0B4bknEQc1fZaNGZkZTljOGItY2NhMi00NGViLWI4NGUtNjlkMmIwNjIzZGJk/view>.
- Martínez, F. y Blanco, E. (2012). La evaluación educativa: experiencias, avances y desafíos. En Arnaut, A. y Giorguli, S. (coords.), *Los grandes problemas de México* (pp. 89-123). Ciudad de México, México: El colegio de México.
- Martínez, N. (15 de mayo de 2015). Reforma acelera la jubilación de maestros. *El Universal*, p. A+. Recuperado de <http://www.eluniversal.com.mx/articulo/nacion/2015/05/15/reforma-acelera-la-jubilacion-de-maestros>.
- Morán, P. (2010). Aproximaciones teórico-metodológicas en torno al uso del portafolio como estrategia de evaluación del alumno en la práctica docente: Experiencia en un curso de Laboratorio de Didáctica en la docencia universitaria. *Perfiles educativos*, 32(129), 102-128. Recuperado de <http://www.scielo.org.mx/pdf/peredu/v32n129/v32n129a7.pdf>.
- Natanson, M. (comp.). (1962). *El problema de la realidad social*. Alfred Schutz. Buenos Aires, Argentina: Amorrortu.
- Nava, M. y Beltrán, M. (2014). La evaluación docente en la agenda pública. *Revista electrónica de investigación educativa*, 16(1). Recuperado de http://www.scielo.org.mx/scielo.php?pid=S1607-40412014000100001&script=sci_arttext.
- Notimex. (21 de noviembre de 2015). Evaluación docente en Hidalgo registra 100% de asistencia. *MVS Noticias*. Recuperado de <https://mvsnoticias.com/noticias/estados/evaluacion-docente-en-hidalgo-registra-100-de-asistencia-437/>.

- Ortiz, A. (2016). *La investigación según Niklas Luhmann. Epistemología de los sistemas y método sistémico de investigación* (1.ª ed.). Estado de México, México: Iztaccihuatl.
- Pais, M. V. (agosto 2015). Miedo ante la evaluación. La evaluación como amenaza. *Escritos en la Facultad*, (109), 63-64. Recuperado de https://fido.palermo.edu/servicios_dyc/publicacionesdc/archivos/571_libro.pdf.
- Prieto, M. (2012). Miedos comunes en los docentes. *Crítica*, (977), 64-67. Recuperado de http://www.revista-critica.com/administrator/components/com_avzrevistas/pdfs/b40f43b87126d30bbd298d1b14c86d45-977-Repaso-a-nuestros-miedos---ene.feb.%202012.pdf.
- PueblosAmerica.com. (2018). Almoloya (Acatlán, Hidalgo). Recuperado de <https://mexico.pueblosamerica.com/i/almoloya/>.
- Rincón, E. (1 marzo de 2016). Mayoría de evaluados son buenos docentes; cesarán a 3 reacios. *Criterio Hidalgo*, p. 1. Recuperado de <http://www.criteriohidalgo.com/noticias/hidalgo-ujul/mayoria-de-evaluados-son-buenos-docentes-cesaran-a-3-reacios>.
- Rueda, M. y Díaz, F. (comps.) (2010). *Evaluación de la docencia. Perspectivas reales*. Ciudad de México, México: Paidós.
- Rueda, M. y Luna, E. (2014). La valoración del desempeño docente en las universidades. En Rueda, M. (coord.), *¿Evaluar para controlar o para mejorar? Valoración del desempeño docente en las universidades* (pp. 9-30). Ciudad de México, México: Bonilla Artigas.
- Russi, B. (1998). Grupos de discusión. De la investigación social a la investigación reflexiva. En Galindo, J. L. (coord.), *Técnicas de investigación en sociedad, cultura y comunicación* (pp. 75-115). Ciudad de México, México: Pearson Educación.
- Santizo, C. A. (2015). La Ley General del Servicio Profesional Docente define el modelo de escuela y el perfil del docente. En Del Castillo, G. y Valenti, G. (coords.), *Reforma Educativa. ¿Qué estamos transformando?* (pp. 23-30). Ciudad de México, México: Flacso- México.
- Segovia, C. (2016). Evaluación docente y aprendizaje por competencia de los estudiantes. *Lex: Revista de la Facultad de Derecho y Ciencia Política de la Universidad Alas Peruanas*, 14(17), 347-362.

- Sierra, F. (1998). Función y sentido de la entrevista cualitativa en investigación social. En Galindo, L. J. (coord.), *Técnicas de investigación en sociedad, cultura y comunicación* (pp. 277-345). Ciudad de México, México: Pearson Educación.
- Sverdlick, I. (2012). *¿Qué hay de nuevo en evaluación educativa? Políticas prácticas en la evaluación de docente y alumnos* (1.^a ed.). Buenos Aires, Argentina: Noveduc.
- Tejedor, F. J. (2012). Evaluación del desempeño docente. *Revista Iberoamericana de Evaluación Educativa*, 5(1e), 319-327. Recuperado de http://www.rinace.net/riee/numeros/vol5-num1_e/art24.pdf.
- Tello, M. A., Dequino, C., Delbueno, H. D., Silvage, C.A., Benegas, I. E., Romero, M. F (2009). Trabajo docente en la universidad. Regulaciones, subjetividad y sentidos, inscriptos en los ciclos de una investigación. *Fundamentos en Humanidades*, (20), 241-264.
- Valenti, G. (2015). Los ejes de debate sobre las “Implicaciones laborales del Servicio Profesional Docente”: ¿existen restricciones para el mejor desempeño? En Del Castillo, G. y Valenti, G. (coords.), *Reforma educativa. ¿Qué estamos reformando?* (pp. 63-70). Ciudad de México, México: Flacso-México.
- Weber, M. (2002). *Economía y sociedad. Esbozo de sociología comprensiva*. Madrid, España: FCE-España. Recuperado de <https://sociologia1unpsjb.files.wordpress.com/2008/03/weber-economia-y-sociedad.pdf>.
- Wikipedia. (2018). Almoloya (Acatlán). Recuperado de [https://es.wikipedia.org/wiki/Almoloya_\(Acatl%C3%A1n\)](https://es.wikipedia.org/wiki/Almoloya_(Acatl%C3%A1n)).